

# Guide to Promoting Inclusion in Early Care and Education

A Section of the User's Guide  
to the Growing Together Portfolio

**Growing  
Together**



Delaware Health and Social Services  
Birth to Three Early Intervention System



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This document can be downloaded from the Birth to Three website at  
<http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/directry.html>.



### Early Care and Education Providers:

High quality early care and education benefits all children. In Delaware, there are many children with disabilities who could benefit from a quality experience in an early care and education program. This guide has been developed to help early care and education providers include more children with disabilities in their groups. The guide has:

- Information about including children with disabilities in an early care and education program.
- Suggestions for activities for all children which help children with specific disabilities grow and learn
- Questions to ask a family when interviewing them for enrollment in an early care and education program.
- Suggestions of ways to share information with families
- Ways to help support the social and emotional development of children and strategies to promote positive behavior
- List of agencies that can provide information and answer general questions about including children with disabilities
- List of useful websites, books, and other resources that have information about including children with disabilities in early care and education programs

Everyone benefits when children with disabilities are included in all the activities of a community, including early care and education programs. I hope you find this guide helpful in your very important work with Delaware's young children during their critical early years of development.

Yours,

Rosanne Griff-Cabelli, Part C Coordinator  
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*All children are unique.*

*Children with disabilities are different from one another.*

*Each disability has a different impact on a child's abilities.*

*Children may have the same disability to different degrees.*

*Within early care and education programs,  
children are to be encouraged to develop their abilities.*



## Inclusive Early Care and Education

### Inclusive early care and education is...

- ...where children of all abilities and backgrounds live, learn and play together
- ...where all children can participate in all daily activities because the activities and routines are planned to meet the needs of each child
- ...where each child's individual strengths and needs are valued

### What does inclusive early care and education look like?

#### Inclusion is:

- Children with different abilities, interests or backgrounds playing and learning together
- Every child is involved in all daily activities
- Materials or activities are adapted to meet different needs of children
- Activities are based on children's interests, building on and repeating their successes to increase good feelings about themselves
- Needs of the children are the basis for the daily plans and schedules

### Who benefits from inclusion and inclusive early care and education?

#### You, the early childhood professional:

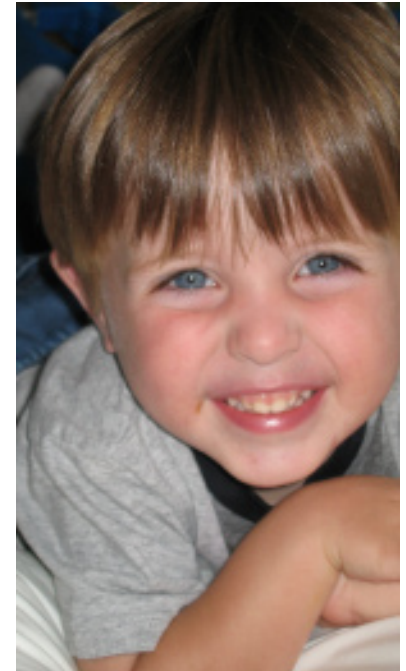
- Inclusion increases your experiences and skills to benefit all children
- Inclusion is rewarding. You are able to see all children learn and grow together

#### Other children in your care:

- Inclusion helps children discover that all children are more alike than different
- Inclusion builds children's self-esteem
- Inclusion allows children to learn from each other
- Inclusion helps children see the strengths and abilities of each unique friend

#### Children with a disability:

- Inclusion increases children's opportunities to play and talk together
- Inclusion creates opportunities for friendships among children
- Inclusion builds children's self-esteem



**Training is available to help providers serve children with special needs.**

Contact The Family & Workplace Connection for a list of upcoming training sessions.

New Castle: 302-479-1679

Kent: 302-672-0506

Sussex: 302-855-1649

Toll-free: 800-671-0050

[www.familyandworkplace.org](http://www.familyandworkplace.org)

**The  
Family & Workplace  
Connection**





### Families:

- Inclusion connects families to other families and resources in their community
- Inclusion increases families' participation in the community

### Community:

- Inclusion increases the sharing of resources from various agencies, benefiting all children
- Inclusive early care and education sends a message to the community that all children are valued and welcomed

### Successfully including children with special needs in early childhood programs with typically developing children depends on:

- **teachers who believe that all children have the potential to learn.** A positive attitude helping all children grow and develop is important.
- **teachers who know and understand child development.** Understanding that children learn skills in a particular order will help the early care and education provider and educator set realistic expectations for a child's skill development. As an example, a child needs to practice standing before the child can practice walking. A child with special needs may need to have a skill divided into smaller steps before the skill can be mastered.
- **teachers who realize that the child with special needs is more like children than different.** While there are some exceptions, many two-year-olds with special needs have the same challenges of being two that all children face. Where and when possible, setting similar expectations for the children will help them to be accepted by children.
- **teachers who encourage a child to be independent.** Children like to do things on their own. There is a tendency to "over" help children with special needs. Yet, it is better for development of these children, to encourage them to do whatever they can for themselves.
- **having a physical environment that meets the needs of the child.** In most cases, the environment of the area may not need to be changed at all. Compare your space with the needs of the child.
- **planning activities that all children can do.** It is possible to plan activities, snacks, meals, and programs that are appropriate for all children.
- **a willingness of the teachers to work with the family and other professionals who may be providing support services to the child.** While in an early care and education program, a child with special needs may receive additional therapy from a specialist. Communication with those providing the support helps to coordinate the experience of the child.

Adapted from *A Place For Me: Including Children With Special Needs in Early Care and Education Settings* by Phyllis A. Chandler: National Association for the Education of Young Children, Washington, D.C., 1994.



**An inclusive early care and education program plans activities and routines so that all children can participate.**

Some activities may need to be adapted or changed for children of different abilities or stages of development. When you observe children being successful, repeat the activity or plan similar activities to let children practice their skills. Success builds on success. Adjust routines to meet the needs of children with special needs, as well as for all of the children.

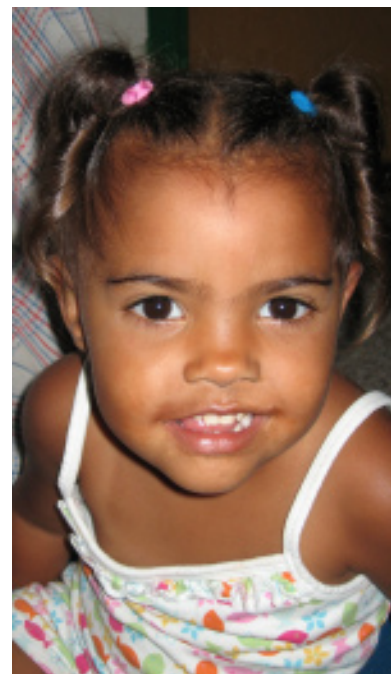
## **Suggestions for activities to support children's varying needs**

### **To support children with speech delays**

- Talk while you are doing activities – providing simple words:
  - Talk to yourself, describing what you are doing
  - As a child is doing a task, talk about the steps the child is using to do the task
  - Copy the sounds, actions, or gestures made by the child
  - Repeat what the child says
- Take advantage of natural opportunities or events that occur without planning
  - Talk with children while going through tasks during the day
- Create situations where a child needs to communicate, as examples, forget silverware for a meal; place objects out of reach and ask the children to get the objects
- Create situations that would encourage a child to talk; as examples, offer a new toy, a new learning center, or a new poster
- Count a set of objects together, out loud, and name the objects
- Give simple directions – start with one step at a time

### **Activity ideas helping children to develop speech skills:**

- Sing
- Read to the group
- Use rhymes – pausing before saying a word to let the children shout it out
- Repeat sounds in a game-like fashion, imitating each other
- Play “What’s this?” with pictures
- Use picture cards
- “Feed the dog” by pretending to feed a stuffed animal picture cards of the alphabet, numbers, colors, pictures of common objects
- Do simple puzzles – supply words for colors, shapes, direction
- Plan time each day for each child to talk with you and with other children
- Plan for “show and tell” – at first, a child may just nod, “yes” or “no” to statements you provide. As a child feels more comfortable, they will start to add words
- Let other children ask questions about the “show and tell” item





**To support children with developmental delays**

- Follow routines
- Be consistent, do the same routine every day
- Tell child one direction at a time
- Plan new activities for a short amount of time and gradually increase the time spent on the activity each day
- Practice skills over and over
- Limit choices to avoid confusion
- Give information in a variety of ways – speech, gestures, pictures
- Use activities that involve the interests of the children; for example, dinosaurs, cars, sports

**Activity ideas helping children develop their skills:**

- Develop any type of obstacle course to encourage crawling, pedaling
- Scavenger hunt for items with characteristics such as plastic eggs to hunt for colors or objects to hunt for shapes
- Give small food pieces like cereal to pick up with fingers
- Sort and make patterns with colored blocks, beads
- Prepare food or snacks – naming food items; counting and measuring; physically mixing, rolling, and stirring during the food preparation
- Create areas within the program for children to pretend such as grocery store, doctor’s office, restaurant, beach, or farm. These theme areas allow children to interact at all different levels

**To support children with hearing loss**

- Speak or gesture directly to the child
- Wait for children to watch you. This indicates they are ready to pay attention
- Eliminate background noises that may be distracting
- Help children use simple signs that the entire group can practice at circle time

**Activity ideas helping children who have hearing loss:**

- Use simple music activities – shaking rattles to music or rhythm
- Play matching games – taking time to identify the picture and look at it
- Exercise with picture directions or video
- Cook with picture cards
- Sing songs with actions such as “If you’re happy” and “Hokey Pokey”
- Everyone learn simple signs to use at mealtime or snack time
- Have children use picture cards to express what they want

**To support children with visual impairment**

- Be aware of lighting – make sure the rooms are well lit
- Arrange furniture to have clear, uncluttered pathways
- Talk, describing what everyone is doing during an activity
- Use many descriptive words rather than vague words
- Use more words to replace gestures or body language
- Use clear visual images – dark solid lines for cutting

**Activity ideas helping children who have visual impairments:**

- Play games involving the senses of touch, smell, taste
- Velcro® laminated parts of body, animals on board or mat
- Toss balls
- Put shapes into shape box
- Make up stories during circle time; using their imagination – each child adds a sentence
- Play “Copy Cat” – stacking blocks in different patterns

**To support children with physical disabilities**

- Make sure the furniture arrangement can adjust for special equipment
- Adapt activities so that all children can participate

**Activity ideas helping children who have physical disabilities:**

- Blow bubbles
- Use puzzles with knobs on them
- Put shapes into shape boxes
- Animal walk
- Scarf dance to music
- Play “Hot Potato” – sitting or standing
- Play “I Spy”
- Use group exercises – Use a “Follow the leader” approach. Consider playing “Follow the leader” in different positions—lying, standing, sitting—so that all can participate
- Toss bean bags
- Prepare food – Consider cooking at a table rather than standing at a counter
- Play obstacle course – Set up the course in a way that all children can participate, perhaps having children crawl on the floor or using “wheeled” transportation
- Do art projects – Create group murals or collages while laying on the floor or sitting at a table
- Lace cardboard cards
- Use Velcro® wall boards that children can access either standing or sitting
- Bowl with plastic water bottles as pins







**To support children with social and/or behavior issues**

- Use routine, consistency and structure to offer comfort and predictability
- Promote positive behavior; model appropriate behavior
- Use activities appropriate for age or ability
- Provide safe, risk-free environment for children to try new activities without feeling that they might fail. Focus on their willingness to try something new
- Watch for frustration, talk through possible ways to solve problems
- Do new activities or teach a new skill when children are rested or relaxed
- Balance physically demanding activities with less active or quiet activities, as an example, plan a quiet activity before nap time
- Remember that some children may need to “watch” before participating

**Activity ideas for helping children with social and/or behavioral issues:**

- Have a “Show and Tell” during circle time
- Use play dough
- Make individual or group collage
- Have a music center
- Play marching band with simple homemade instruments
- Follow the leader through obstacle course using a variety of movements such as crawling, slithering, or walking
- Play game of “Red Light/Green Light” or “Go/Stop”

## Resources for more information about activities to support children's development

### Internet resources on inclusion:

<http://www.dhss.delaware.gov/dhss/dph/chca/dphearlychildprofessional.html>

Delaware site for assisting early childhood professionals with promoting the health and safety of young children.

<http://www.ccplus.org/BackIssues.html>

Back issues of *Child Care Plus* + - a newsletter with many topics related to inclusion. Can be downloaded free from the Center on Inclusion in Early Childhood from the University of Montana

<http://www.circleofinclusion.org>

Practical site for information on inclusive programs, methods and practices with interactive lessons, forms and other materials that can be downloaded for your use.

<http://www.supportforfamilies.org>

This site offers general information on inclusion, tips and links to other resources. Click on Partnerships, then on CCICP – Child Care Inclusion Challenge Project.

<http://www.ucsfchildcarehealth.org>

Site provides forms and fact sheets that can be downloaded. Click on Publications and resources.

<http://www.bridges4kids.org>

Site provides many good links for child care teachers and parents. Click on Early Childhood. Information on developmental delays and challenging behavior can be downloaded.

<http://www.kidshealth.org>

Site provides doctor approved health information about children. Click on Parents Site for information on growth and development, behavior and positive parenting.

<http://www.nectac.org/inclusion/research/research.asp#conditions>

Click on Quick Links to Topics (on the bottom left side of the page) for information on Inclusion and Special Needs

### Other internet resources of tips and activities:

<http://www.zerotothree.org>

This user friendly site provides early childhood professionals information and resources about child development from birth through age three.

<http://researchtopractice.info/productSolutions.php>

Free download of toolkits – easy to use resources that are practice guides that give activity suggestions and ways to identify if solutions are working.





<http://www.supportforfamilies.org>

Click on Resources on the left; then on Internet Resources for Families of Children with Disabilities.

Click on Partnerships on the left, then under Child Care Inclusion Challenge Project click the CCICP website, then click Inclusion, then Tips.

Click on Partnerships on the left, then links.

<http://www.parenttoparentofga.org/roadmap/library>

State of Georgia's web site with articles, suggested books and web sites.

<http://facts.crc.uiuc.edu/facts3/facts3.html>

This site offers strategies to promote communication and methods to offer praise and encouragement. Practical ideas and actual situations are described.

<http://www.rif.org>

Reading is Fundamental site. Book lists and activity suggestions.

### **Books on Inclusion:**

- *An Activity-Based Approach to Early Intervention* by Diane Bricker with Kristie Pretti-Frontczak, Ph.D, and Natalya McComas, MS., Paul H. Brookes Publishing Co., Baltimore 2004.

Includes forms, discussion of specific disabilities and activities.

- *Integrated Child Care Meeting the Challenge* by Mulligan, Green, Morris, McMurray, Kiffelson-Aldred. San Antonio, TX. Communication Skill Builders, Division of The Psychology Corporation. 1992.

This manual is an easy to use guide on the “how-to’s” of managing an inclusive child care setting.

- *Consultation in Early Childhood Settings* by V. Buysse. Paul H. Brookes Publishing Co., Baltimore 2005.

Book on how child care professional can use expertise of others in various areas of inclusive education.

- *DEC Recommended Practices Guidance for Parents and Professionals* by Susan Sandall, Mary E McLean and Barbara J. Smith. 2000. [www.dec-sped.org](http://www.dec-sped.org)

Learning environments and problem solving.

- *Blended Practices for Teaching Young Children in Inclusive Settings* by Grisham-Brown J., Hemmeter, M.L., & Pretti-Frontczak, K., Paul H. Brookes Publishing Co., Baltimore 2005.

Book for child care teachers encouraging blending special and general education so that all children have positive outcomes.

- *Including the Special Needs Child* by Grace Bickert. Incentive Publications, Inc., Nashville, Tennessee 2002.

Activities and recipes for sensory projects.



- *The Inclusive Early Childhood Classroom* by Patti Gould and Joyce Sullivan. Gryphon House, Beltsville, Maryland 1999.  
Practical checklists and activity suggestions .
- *The Inclusive Learning Center Book* by Christy Isbell and Rebecca Isbell, Gryphon House, Beltsville, Maryland 2005.  
Activities and centers with adaptations for specific disabilities.
- *Kids With Special Needs* by Veronica Getskow and Dee Konczal, The Learning Works, Inc., Huntington Beach, California 1996.  
Activities and information on specific disabilities.
- *The Mainstreaming Handbook: How to Be an Advocate for Your Special Needs Students* by Deborah Coughlin. 2000.  
www.Heinemann.com  
For child care professionals - how to make adjustments in order to accommodate various needs in your child care facility.
- *Preschool Inclusion* by Claire Cavallaro and Michele Haney, Baltimore, MD 1999. www.brookespublishing.com  
Activity planning, positive behavior support, photocopiable forms and case studies. Also includes suggestions for family involvement information.
- *Widening the Circle: Including Children with Disabilities in Preschool Programs*. Odom, S.L. Teachers College Press, New York 2002.  
Discusses influences on inclusive education settings.
- *Young Exceptional Children Monograph Series No. 2 Natural Environments and Inclusion* by Sandall and Ostrosky. 2000.  
www.dec-sped.org  
Ways to use natural settings to promote inclusion.
- *Nobody's Perfect: Living and Growing with Children Who Have Special Needs* by Nancy Miller Brookes Publishing Company, 1994. Available in every library in Delaware.  
Book for parents and caregivers giving a practical perspective on adapting to an inclusive setting.

### Books for Children

- *Let's Talk About It: Extraordinary Friends* by Fred Rogers. Penguin Putnam, Inc., New York, NY 2000.  
A book by Fred Rogers for children without special needs; addressing questions and issues about individual differences.
- *Susan Laughs* by Jeanne Willis. Henry Holt and Company New York NY. 2000  
Children's story about a day in Susan's life that is very typical of all children until the ending where you see Susan in a wheelchair.





- *Different Just Like Me* by Lori Mitchell. Charlesbridge Publishing, Watertown, MA 2001.  
Children's story about how alike and how different people and flowers can be.
- *Mama Zooms* by Jane Cowen-Fletcher. Scholastic Press, Inc., Jefferson City, MO 1996.  
Children's story about child sitting on mom's lap in wheelchair and going places.
- *Friends in the Park* by Rochelle Bunnett. Checkerboard Press, Inc., New York, NY 1993.  
Children's story about a group of children (some with disabilities) spending a day together in the park.

**Videos:**

- *ABC's of Inclusive Child Care*. Texas Planning Council for Developmental Disabilities. Dependent Care Management Group, Austin, TX 1993.  
Discusses apprehensions and shows peer acceptance of inclusion. Follows three actual situations.
- *Activity-Based Intervention* (video) and *An Activity-Based Approach to Early Intervention* (book) by Bricker and Cripe. Brookes Publishing Co, Inc., Baltimore, Maryland 1991.  
Video gives tips on skill development, routines, planned activities and learning through natural consequences and reinforcers.
- *DEC Recommended Practices* Video. Mary Louise Hemmeter, PhD, Gail E. Joseph, PhD, Barbara J. Smith, PhD, Susan Sandall, PhD., [www.sopriswest.com](http://www.sopriswest.com)  
Video covers elements of the environment, positive reinforcement, systematic use of prompts and peer mediated interventions.
- *Early Intervention: Natural Environments*. Indiana's Child Care Collection #168.  
Shows environments benefiting typically developing peers with special needs children.
- *Parents as Teaching Partners*. Educational Activities, Inc., 2004.  
A video that helps parents teach through play to help children develop language and pre-reading skills. This is appropriate for all parents.
- *Quality Family Child Care*. Indiana Steps Ahead: The Child Care Collection. #103  
Child care providers and parents discuss factors that create quality inclusive settings.
- *Tikes Series One*. Learner Managed Designs, Inc.  
Developing Together, Coping Together, Planning Together
- *Tikes Series Three*, Learner Managed Designs, Inc.

### Playing Together, Cooperating Together

- *Welcoming All Children: Creating Inclusive Childcare*. Bloomington, IN 2004, <http://www.iidc.indiana.edu>  
Available in English and Spanish. Video and booklet available on implementing inclusion and creative ways to meet the needs of each unique child.
- *The Inclusion Series*. Comforty Media Concepts, 2004. [Comforty@comforty.com](mailto:Comforty@comforty.com)  
Training videos that model real situations at home, school and play.
- *Emma's Gifts* Endless Horizon Productions, Charlotte, NC 2004.  
Video about children with special needs, early intervention and creating an inclusive setting.
- *Can I Play, Too*. Chapel Hill NC:FPG Child Development Institute, UNC-CH 1993.  
Video demonstrating inclusion in child care programs from three views – parent, provider and an overall overview.
- *Just Being Kids*. Western Media Products, Denver, CO 2001.  
Video demonstrates support for special needs children in “natural environments” – everyday routines and activities. A facilitator’s guide is available to accompany the video.

### Resources:

- Early Care and Education Resource Centers through The Family & Workplace Connection – each county
- Parent Information Center of Delaware, Inc.
- Child Development Watch – Family Resource Rooms and Family Forums
- Local Libraries carry *Grow With Books* collection





# Interviewing a Family



**It is likely that the first meeting you, as an early childhood professional, will have with a child and their parents will be the interview or intake session.**

It is important to try to hold this meeting when you have a block of time when you can ask questions, answer questions and tour your center without interruption.

It is helpful to have information about children and their families before you start to care for them. Below are some questions to provide you with information to be the best teacher you can be for this child.

To prepare families, you may want to send the questions to the family before you meet so they will have a chance to think about their answers and maybe bring in some information to help you. Learning about a new child is a first step in forming a good working relationship with the parents and child.

## About the Child

- What would you like me to know about your child?
  - Favorite activities
  - Favorite toys, games, books
  - Favorite foods
  - Pets

## About the Child's Routines

- What is your child's daily routine?
- How does your child get along with other children?
- What is the best way of handling these situations with your child?
  - When your child gets fussy?
  - When it is time to take a nap?
  - What comforts your child?
  - What do you do to calm your child when he or she has been upset?
  - How do you reassure your child?
  - How do you reward your child?
- Are there any "family rules" I should be aware of?
- Does your child have any fears?
- Does your child have any food allergies or require a special diet?
- Does your child need any help with routines such as toileting or eating?
- Does your child use specific medications?
- What do you think will be hard about coming to child care for your child?

### More details about the child

- Does your child have any play restrictions?
- Does your child have any hearing or vision problems?
- Does your child have any physical disabilities?
- Does your child have any problems learning new tasks?
- Are there any others working with your child (specialists such as a therapist, teacher, service coordinator)?
- Does your child have an IFSP, an Individual Family Service Plan – a plan for any child identified as having a special need, disability or developmental delay?
- Is there any special vocabulary or gestures I would need to be aware of to communicate with your child?
- Is there any other information you would like to share about your child?
- Does your child use any special equipment? And if so, when?

**Sample forms for interviews and daily progress sheets can be found at:**

[www.supportingproviders.com](http://www.supportingproviders.com)

Large assortment of free child care forms.

<http://facts.crc.uiuc.edu/facts4/f4ho11a.html>

Worksheet to help parents share information about their child with you, their teacher.

**Resource books are available at local libraries or Early Care and Education Resource Centers through The Family & Workplace Connection in each county.**



# Information about daily activities

Here is a sample form to describe what happened during the day.

Parents like to know and need to know what has happened to their children during the day. This form could be completed for each child to give to parents at the end of the day .

Child's name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Theme:

Today I played:

The friends I played with:

A fun learning activity I did was:

I want to keep practicing:

Did I eat today? A = all S = some M = most N = none

Breakfast: A S M N Lunch: A S M N Snack: A S M N

How much did I potty? Wet diaper \_\_\_\_\_ BM diaper \_\_\_\_\_ Potty \_\_\_\_\_

How long did I nap? \_\_\_\_\_ to \_\_\_\_\_ \_\_\_\_\_ to \_\_\_\_\_

Don't forget to bring next time I come

Ask me about:

Notes or Comments:

## Teaching children to behave appropriately

### Children need to learn how to behave appropriately.

Early childhood professionals are always helping children to manage their behavior. Young children need to learn appropriate social skills as they play with other children and talk with adults. When teaching children behavior that they are expected to use, simply describe the behavior in a positive, calm tone of voice and model or act out the expected behavior. Practice the behavior with the children. When a child shows any progress in using the expected behavior, they should be verbally rewarded.

### All children, as well as children with disabilities, can behave appropriately.

Children need to learn to behave appropriately. Some children learn how to behave before they are in child care situations. Other children need to be taught while in child care situations.

### There are many ways to teach children to behave.

Early childhood professionals need to have strategies for teaching children to behave appropriately and managing behavior. Here are several that are effective in helping most children learn what is appropriate behavior.

## Supporting appropriate behavior

- **Positive Discipline**

- Focus on the correct behavior – give directions that state what you want children to do or how you want children to behave
- Keep negative words out of statements or directions that are given to children. As an example, “Use your inside voice” rather than, “Don’t shout!”

- **Catch children being good**

- When you see children doing what you taught them to do, say, “I noticed...”

- **Distraction / Redirect**

- When a behavior issue develops, change the activity or the play area. As an example, if an activity becomes too loud or too physical; change the activity by calming down the noise level or changing the activity.
- Suggest another activity.

- **Ignore the behavior**

- Often behaviors continue because of the reaction they get from you, the early childhood professional, or the attention that they get from other children. As long as everyone is safe, by not responding to the behavior may cause the child to stop behaving in that way.
- If it is obvious that the child needs more attention, try to arrange more one-on-one time with that child or let the child spend more time with you by “helping” you.







- **“I” messages**
  - Phrase requests starting with “I” instead of “you.” As an example: “I would like you to hang up your coat in the closet or on the hook” instead of, “You always leave your coat on the floor.” “You” immediately puts the child on the defensive. Using “I” does not take away your authority but it takes away the bad feeling when a statement starts with “you.”
- **Develop a signal**
  - Agree with the child on a signal such as a special word like “think” or a hand signal to serve as a hint that the child should think about what the child is doing or one’s next actions.

### Steps to changing a child’s behavior

- Identify which one behavior you wish to target or change.
  - When does the behavior occur?
  - What triggers the behavior?
  - What happens when the behavior occurs?
  - How is the behavior being rewarded?
  - How are children and adults reacting to the behavior?
- Involve the parents and any other workers.
  - Share ideas.
  - Ask what works for them.
- Put a plan into action.
  - Teach the child the expected behavior.
  - Act out or role play the behavior and what to do in different situations.
  - Let the child practice the appropriate behavior.
  - Anticipate the behavior and use a signal as a prompt.
  - Celebrate success when the child is able to use the desired and appropriate behavior.
  - Pay more attention to the desired behavior.
  - Be consistent with all children in your care.

### How do I know if the child is learning the behavior?

- Is the negative behavior decreasing?
- Are more successes being celebrated?
- Is the child playing more with other children?

## Resources for more information about children's behavior

### Internet resources of ideas and other tips

[www.familyandworkplace.org](http://www.familyandworkplace.org)

Resources and training information. Tips are available by clicking on Families, then on Tips and Info.

<http://www.supportforfamilies.org>

Click on Partnerships, and then on CCICP – Child Care Inclusion Challenge Project.

[www.behavioradvisor.com](http://www.behavioradvisor.com)

Tips and step-by-step instructions on managing behavior.

<http://ici2.umn.edu/preschoolbehavior/strategies/genintro.htm>

This site looks at why behaviors occur, creating environments that decrease challenging behaviors and strategies for supporting children exhibiting challenging behavior.

<http://csefel.uiuc.edu>

Downloadable “briefs” with practical strategies to deal with challenging behavior and more links. Click on What Works Briefs.

<http://www.dhss.delaware.gov/dhss/dph/chca/dpheartlychildprofessional.html>

Information on accessing help through a child care health consultant.

### Internet resources on behavior management

<http://www.dhss.delaware.gov/dhss/dph/chca/dpheartlychildprofessional.html>

Information on accessing help through a child care health consultant.

<http://www.teachervision.fen.com/page/5806.html?s4>

Many strategies for managing behavior including *Catch Them Being Good*.

<http://www.4pm.com/articles/behavio.html>

Very simple and usable guide to analyzing behavior problems.

<http://www.healthychildcare.org/challenging.cfm>

Site sponsored by American Academy of Pediatrics, click on Online access to Bright Futures.

### Books:

*Integrated Child Care: Meeting the Challenge* by Mulligan, Green, Morris, Maloney, McMurray, Kittelson-Aldred. San Antonio, TX. Communication Skill Builders, Division of The Psychology Corporation, 1992.

This manual is an easy to use guide on the “how-to’s” of managing an inclusive child care setting.



## Teaching children to behave appropriately



*Common Sense Discipline: Building Self-Esteem in Young Children* by Dr. Grace Mitchell and Lois Dewsnap Telshare. Publishing Company, Inc. Chelsea, MA 1995. Available all libraries in Delaware.

Discipline strategies. Describes scenarios that are followed by problem solving approaches.

*Discipline From Birth to Three* by Jeanne Warren Lindsay and Sally McCullough. Morning Glory Press 2004. Available at Child Development Watch.

Discipline through teaching strategies rather than punishment for babies and toddlers.

*How to Talk So Kids Will Listen and Listen So Kids Will Talk* by Adele Faber and Elaine Maglish Collins. 1999.

Step-by-step book to improve talking with and problem solving with children of all ages.

*Creating the Inclusive Preschool: Strategies for a Successful Program* by van den Pol, Guidzy, & Keeley. Communication Skill Builders, Division of The Psychology Corporation. San Antonio, TX 1997.

Practical manual for setting up inclusive setting, partnering with families, positive behavior and learning through play.

### Videos:

*Behavior Management of the Chronically Ill and Disabled Child.* Media Services Child Development & Mental Retardation Center, University of Washington

Video that shows methods for managing the behavior of children with special needs.

*1-2-3 Magic.* Parentmagic, Inc., [www.parentmagic.com](http://www.parentmagic.com)

Set includes DVD's and a book on three effective discipline strategies – ways to stop behavior, encourage good behavior and to strengthen relationships. Good for caregivers and parents.

## Sources of support

### Various agencies provide services to children with disabilities.

The following agencies could be a resource for general information on child development issues experienced by children. You may want to talk with someone from one of these organizations about concerns you have about children's development. You may contact these agencies to ask general questions about children's development. They may not be able to answer questions related to a specific child. The following information is current as of printing. If you have trouble contacting them, please check a current telephone book.

Organization	New Castle Co.	Kent County	Sussex County
<b>Bayada Nurses, Pediatric Office</b> <a href="http://www.bayada.com">http://www.bayada.com</a>	(302) 322-2300	(302) 322-2300	(302) 322-2300
<b>Building Blocks For Learning</b>		(302) 677-0248	
<b>Child Development Watch</b> <a href="http://dhss.delaware.gov/dhss/dph/chs/chscdw.html">http://dhss.delaware.gov/dhss/dph/chs/chscdw.html</a> Toll-free:	(302) 995-8617	(302) 424-7300 (800) 752-9393	(302) 424-7300 (800) 752-9393
<b>Child, Inc</b> <a href="http://www.childinc.com">www.childinc.com</a>	(302) 762-8989	(302) 697-2292 (800) 874-2070	(302) 697-2292 (800) 874-2070
<b>Child's Play By the Bay, Inc.</b> <a href="http://www.childsplayde.com">www.childsplayde.com</a>			(302) 645-2153
<b>Christiana Care Pediatric Rehabilitation</b> Pam Green, Coordinator:	(302) 733-1037		
<b>Delaware Curative Workshop</b> email: <a href="mailto:peditrics@delawarecurative.com">peditrics@delawarecurative.com</a>	(302) 656-2684		
<b>Delaware Early Childhood Center</b> <a href="http://www.k12.de.us/decc">www.k12.de.us/decc</a>	(302) 323-5370	(302) 739-4707	(302) 398-8945
<b>Delaware Helpline</b> <a href="http://www.delawarehelpline.org">www.delawarehelpline.org</a> Toll-free:	(800) 464-4357	(800) 464-4357	(800) 464-4357
<b>Early Care and Education Resource Center</b> through The Family and Workplace Connection Toll-free:	(302) 479-1679 (800) 671-0050	(302) 672-0506 (800) 671-0050	(302) 855-1649 (800) 671-0050
<b>Early Learning Center</b> , University of Delaware <a href="http://www.udel.edu/elc">http://www.udel.edu/elc</a> email: <a href="mailto:UD-elc@udel.edu">UD-elc@udel.edu</a>	(302) 831-6205		
<b>Easter Seals</b> of Delaware and Maryland's Eastern Shore <a href="http://www.de.easterseals.com">www.de.easterseals.com</a> email: <a href="mailto:InfantsToddlersQA@esdel.org">InfantsToddlersQA@esdel.org</a>	(302) 324-4444	(302) 678-3353	(302) 856-7364
<b>Nurses N' Kids</b> , PPEC <a href="http://www.nursesnkids.com">http://www.nursesnkids.com</a> Child Life Therapist: Toll-free: (866) 303-KIDS	(302) 323-1118 x2027 (866) 303-5437	(302) 424-4467 (866) 303-5437	(302) 424-4467 (866) 303-5437
<b>Parents As Teachers</b>	(302) 454-5955	(302) 697-4545	(302) 856-5239
<b>Parent Information Center of Delaware</b> <a href="http://www.picofdel.org">http://www.picofdel.org</a> Toll-free:	(302) 999-7394 (888) 547-4412	(888) 547-4412	(302) 856-9880 (888) 547-4412
<b>Ridgeway Philips of Delaware, Inc.</b> <a href="http://www.ridgewayphilips.com">http://www.ridgewayphilips.com</a> Toll-free:	(302) 323-1436 (866) 323-1436	(866) 323-1436	(866) 323-1436
<b>The Children's Secret Garden</b> <a href="http://www.childrenssecretgarden.net">www.childrenssecretgarden.net</a> email: <a href="mailto:t.c.s.garden@yahoo.com">t.c.s.garden@yahoo.com</a>		(302) 730-1717	
<b>The Family &amp; Workplace Connection</b> email: <a href="mailto:info@familyandworkplace.org">info@familyandworkplace.org</a> Toll-free:	(302) 479-1679 (800) 671-0050	(302) 672-0506 (800) 671-0050	(302) 855-1649 (800) 671-0050



## Finding more information



## Using the Internet

The Internet is a way to find a great deal of information about disabilities and strategies for helping children and families. This information will help you search and find the information that will be helpful to you.

### To start:

When the internet browser opens, at the top of the computer screen there is a box called the address. Type in the search engine you wish to use.

Examples:    [www.yahoo.com](http://www.yahoo.com)  
                  [www.google.com](http://www.google.com)  
                  [www.search.com](http://www.search.com)

Press enter and an empty box will appear for you to type a keyword or search topic. This box maybe labeled “search” or “keyword.”

### Suggestions of words to use for internet searches would be:

- Inclusion
- Early childhood inclusion
- Inclusion early childhood
- Inclusion childcare
- Childcare inclusion
- Special needs
- Early intervention
- Behavior management
- Managing behavior
- Names of specific disabilities

### The Birth to Three Early Intervention System Internet Guide for Parents and Professionals lists helpful web addresses:

Find the Internet Guide at <http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/directry.html> in the Publications section.

## Using the library

When looking for books at the library, a search can be done using a computer at the library or at home. Use the same keywords listed in the “Internet” section to find books that would be of interest.

Searches of Delaware Public Libraries can be done on the internet at this web address:

[www.dLA.lib.de.us/directory/website\\_pubcats.shtml](http://www.dLA.lib.de.us/directory/website_pubcats.shtml)

Most public libraries in Delaware have computers with free internet service for doing searches on the internet.





**Delaware Health and Social Services**  
**Birth to Three Early Intervention System**

